DOCUMENT RESUME

ED 467 734 FL 027 422

AUTHOR	Wang, Wendy; Day, Cathy
TITLE	Issues and Concerns about Classroom Observation: Teachers' Perspectives.
PUB DATE	2002-07-00
NOTE	19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (TESOL) (35th, St. Louis, MO, February 27-March 3, 2001).
PUB TYPE	Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Classroom Observation Techniques; Elementary Secondary Education; *English (Second Language); Language Teachers; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Evaluation

ABSTRACT

This study investigated 16 K-12 English-as-a-Second-Language (ESL) teachers' experiences being observed at different stages of their teaching careers. Participants included classroom teachers seeking ESL endorsement in a graduate certificate Teachers of English to Speakers of Other Languages (TESOL) program and master's level TESOL graduates. Participants responded to written surveys in which they described their experiences being observed in various teaching contexts. They then analyzed their experiences by responding to specific questions related to their own accounts. Data analysis revealed both subjective and procedural problems in classroom observation practices. These problems created numerous tensions between teachers and supervisors and put teachers in the role of passive performers being developed by someone else whose job it was to provide assessment and answers. None of the teachers were invited to make their pedagogical intentions accessible before the observation. A few teachers reported having had post-observation conferences with their principal/supervisor to discuss the observed lesson, although the feedback they received was too brief and vague. Results suggest that there is a missing link between teacher observation and promotion of teacher learning and professional growth, and this relates to lack of responsiveness to the basic needs of teachers. (Contains 16 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 467 734

Issues and concerns about classroom observation:

Teachers' perspectives

By

Wendy Wang
Eastern Michigan University
wwwang@online.emich.edu

Cathy Day
Eastern Michigan University
Fla_day@online.emich.edu

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Day

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

219 Alexander Music Building
Eastern Michigan University
Ypsilanti, MI 48197
Tel: (734) 487-0130
Fax: (734) 487-3411

July 24, 2002

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

FL 027422

The Authors

Wendy Wang received her Ph.D. from the Ontario Institute for Studies in Education, University of Toronto. She is an Assistant Professor in ESL/TESOL at Eastern Michigan University. Her current research interests are in classroom discourse analysis, sociocultural aspects of second language learning, ESOL grammar, and pre- and in-service teacher learning in second language teacher education.

Cathy Day is Professor in ESL/TESOL at Eastern Michigan University. Her areas of interest include ESOL teacher preparation, teacher observation and supervision, teaching English for specific purposes, ESL writing, and cross-cultural communication.

Issues and concerns about classroom observation: Teachers' perspectives

Abstract: This article reports on an exploratory case study, investigating 16 teachers' experiences of being observed at different stages of their teaching career. Content analysis of their survey responses and reflections revealed both subjective and procedural problems in classroom observation practices. Findings from this study point to the importance of recognizing teachers' basic professional needs, and call for teacher-responsive classroom observation as a tool to promote teacher development and professional growth.

INTRODUCTION

Teacher supervision is an important part of pre-service and in-service teacher training and professional development. A common practice in teacher supervision is through classroom observation, an essential component of clinical supervision that can be traced back to the late 60s (Goldhammer, 1969; Cogan, 1973). "The principal purpose of Observation", as Goldhammer (1969) points out, "is to capture realities of the lesson objectively enough and comprehensively enough to enable Supervisor and Teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it" (p. 83). When implemented appropriately and systematically, classroom observation can be an effective tool for supervisors to gather objective information on what is going in the classroom (Fanselow, 1988; Gebhard, 1999). Another integral component of clinical supervision is conference. Cogan (1973) argues that "... to look at the clinical conference as an entity in itself would be a gross error. The clinical conference defines itself in its context. It is an integral part of the processes in the cycle of supervision. ... The conference is not a culmination of, not yet the most important event in, the clinical program. It is at one and

the same time a constituent and a development of everything that goes before and after it" (p.196). This suggests that for classroom observation to be conducive to teacher learning and professional development, pre- and post conferences need to be carefully planned and contextualized.

However, the use of classroom observation varies from program to program and school to school; hence the perceptions and experiences of classroom observation among pre-service and in-service teachers vary accordingly. In pre-service TESOL training, for example, classroom observation has been highly valued as a learning tool for prospective ESOL teachers to learn how to teach (Day, 1990; Fanselow, 1988; Gebhard, 1990, 1999; Wajnryb, 1992), whereas in public schools classroom observation has, regrettably, become synonymous with teacher evaluation (Sahakian & Stockton, 1996). Despite the importance of classroom observation in teacher supervision and evaluation, little is known about how classroom observation is conducted in various programs, and less about how teachers experience it. In keeping with the call for new approaches to teacher supervision and evaluation (Brandt, 1996; Chamberlin, 2000; Greene, 1992; McBride & Skau, 1995; Tsui, 1995), investigation of issues and concerns about classroom observation from teachers' perspectives may offer important insights into improving supervisory and evaluation practices.

THE STUDY

The purpose of this case study was to create a space for classroom teachers to share and reflect on their experiences of being observed at different stages of their teaching career. The research questions for this study were: How do teachers experience classroom observation in the supervisory and evaluation process? What issues and concerns do their observation experiences raise about classroom observation practices?

Participants

We conducted this exploratory case study with 16 classroom teachers in the Midwest of the United States. Eleven participants were certified K-12 teachers seeking ESL endorsement in a graduate certificate TESOL program at the time of the study (identified as the ESL endorsement group). Five participants were MA-TESOL graduates, who had experience with observation tools through their MA-TESOL program and supervised practicum (identified as the TESOL group). Most participants reported to have extensive teaching experience in various contexts. Only four claimed to be novice teachers with 2-3 years of teaching experience.

Data Collection

Data were collected in two phases. First, we invited the participants to respond to a written survey, in which they were asked to describe their experiences of being observed in various teaching contexts. They were then engaged in an analysis of their experiences by responding to specific questions in reference to their own accounts. The interaction between us as researchers and each participant involved probing to clarify the uncertainties and confirm the key points. For confidentiality, each participant was assigned a pseudo initial. Data collected from the ESL endorsement group were first analyzed to identify issues and concerns raised by the participants, and then compared with the experiences reported by the TESOL group.

ANALYSIS AND FINDINGS

We first examined the data collected from the ESL endorsement group. A content analysis of their responses and reflections revealed five distinct types of observation experiences: 1) the nerve-wracking experience, 2) wonder-why experience, 3) put-on-the-best-show experience, 4) embarrassing experience, and 5) get-used-to-it experience. In the following, we analyze and present each type of experience, using excerpts from participants' responses and reflections.

1) The nerve-wracking experience

Being observed turned out to be a highly stressful experience for both novice and experienced teachers in this study. A novice teacher noted:

> *Usually, it is a very nerve wracking experience to be observed by the principal. He writes, writes, writes, and you always wonder WHAT could he be writing! (CM, April 2000)*

Another novice teacher reported a similar experience:

> *Being observed has always made me uncomfortable. Special discomfort I had was when I was observed by my principal. No matter how prepared I was, I was always nervous. I did finish my tasks, but they didn't go smoothly. (KN, April 2000)*

It appeared that having extensive teaching experience did not necessarily free the experienced teachers of such a fear. One teacher reported:

> *... When I am observed, I tend to get extremely self-conscious, even after all these years. ... (NC, April 2000)*

The anxiety experienced by both novice and experienced teachers was psychologically real. For them, being observed meant being exposed and vulnerable. One of the factors that might have contributed to their anxiety was not knowing which aspect of their teaching was being observed. As one teacher noted:

> *... It would be less nerve-wracking if I knew he was there just to look at one element of my teaching. (CM, April 2000)*

Another factor that heightened the anxiety of these teachers was their awareness that their teaching performance depended not only on how well they prepared the lesson, but also on how well their students responded, a factor that is not entirely predictable (Tsui, 1995). Oftentimes student unresponsiveness is caused by the mere presence of the observer, creating a challenging task for the teacher to do 'damage control' and get the students out of the 'fear mode'.

> *... It is never a realistic look at the classroom because the students are aware that you are being observed and behave differently. ... Once, I was giving a lesson on the overhead. The principal walked in to observe. The students were not themselves. Not only did I not once have to say to a student to pay attention, but no one participated. I felt that they were in a total fear mode. It also made me feel like the teacher saying: "Anybody ...anybody!" (CM, May 2000)*

It was not surprising that this observed lesson did not go well. Undoubtedly, the invasive presence of the observer had an impact not only on the teacher but also on the students. This raises a fundamental question: Whose responsibility is it to reduce the inevitable effects of the presence of the observer in the classroom?

2) Wonder-why experience

Classroom observations are typically conducted in two ways: announced and unannounced. Most principals or supervisors use both alternately to get a glimpse of what is going on in the classroom. However, when teachers are not informed of how they are to be evaluated, be it through an announced or unannounced observation, they wonder what they are being observed for and why they are being observed. In describing her experience of drop-in observations, a teacher noted:

> *I have been observed by supervisors. They would sneak in without my knowing for a few minutes and base their evaluation on that. (WJ, April 2000)*

Such uninformed observations made the teacher wonder: What is this all about? On the other hand, announced observations without providing specific feedback on the observed lesson may not necessarily mean much to the teacher either. A teacher reported her experience of a routine observation as follows:

I remember wondering why I had received a low mark in a category. My previous supervisor did not explain. ... I dread receiving an evaluation from my current supervisor because she's shown non-support for several items ...(BA, April 2000)

Another teacher reported a similar experience:

My supervisor generally observes every 1-2 months. She comes in, observes and leaves. Rare feedback. ... Read lesson plans occasionally—comments such as "Thank you" or "Nice job". (DJ, April 2000)

This teacher knew that her class went well; however, she was not sure if the part of teaching she considered good was perceived the same way by her supervisor. She would have appreciated specific feedback that would help her reinforce the instructional strategies she used appropriately.

The above observation experiences exemplify what is known as the secrecy problem of administrative observations. As Master (1984) points out, "Secrecy is a manifestation of power, ..." (p.342). In these three cases, the teachers felt disempowered because their supervisors afforded them no voice in the analysis of their own teaching, and failed to provide specific feedback for them to construct a better understanding of their teaching practices.

3) Put-on-the-best-show experience

Despite the common fear of being observed, perhaps the most natural reaction to classroom observations, particularly the announced ones, is to put on the best performance, presenting what Tsui (1995) calls 'the model lesson' or in Sahakian & Stockton's (1996) terms 'the canned lesson' or 'the observation lesson'. One teacher noted:

I remember being observed by the director of the ESL program at our school early in my career. She had largely developed the program in our district and was well-known in other districts for the workshops she held and the expertise she offered. While I looked up to her and felt comfortable in her warm

presence, I was very nervous about being observed. I tried to incorporate many things I had learned from her in the lesson she would observe (e.g., use of concrete objects, wait time, TPR, multiple meanings of words, etc.) as I taught a lesson about phrasal verbs, using a lamp as my prop. Of course, I had really made an effort to pay attention to the planning of the lesson in order to put my best foot forward and received a positive evaluation. (HR, April 2000)

On the surface level, there seems to be nothing unusual about putting your best foot forward for evaluation. What is in question is the underlying assumption that "all of the steps of the clinical model occur in a single lesson in one class period-everyday!" (Sahakian & Stockton, 1996: 50). The experience reported by this teacher exemplifies what Handal and Lauvas (1987) refer to as a 'chameleon strategy', that is, to teach to the pedagogical preference of the supervisor. In response to the question: "Would you have taught the same lesson differently if you had not been observed?", the teacher responded:

... While I probably would have taught the lesson the same way if I had not been observed (because of limited experience then), I'm sure that I would have been more natural and less guarded and inhibited, and therefore, more effective. ... The positive evaluation most likely came from my incorporation of the principles and beliefs of the director regarding ESL instruction into the lesson. (HR, May 2000)

While this teacher strongly believed in what she was doing, her case raises concerns about the pressure on teachers to teach to the pedagogical preference(s) of their supervisors.

4) Embarrassing experience

Teachers are often considered authority figures in the classroom. They are likely to feel threatened and embarrassed when their authority is 'usurped' by the principal or supervisor, who perceives his/her role as showing teachers how to teach in the classroom. One teacher reported an embarrassing moment:

> *My other supervisor just watched me as I taught. If I had done O.K., she would say so at the end of the lesson; otherwise, she would tell me what she wanted me to do the next time. One time she felt that I was doing a printing lesson (on the board) wrong. She came up to the board and proceeded to show me, in front of the class, what she thought I should do. That only happened once. I remember feeling embarrassed, and I told her so after the lesson was over. (CLM, May 2000)*

While this case may not be typical, it underlines an important question: What is the role of the supervisor as an observer in the classroom? The moment the supervisor intervened, as this teacher recalled, she felt that she lost her authority and self-confidence as a qualified teacher. What she also lost was her "right to be wrong" (Gebhard, 1990). As Gebhard argues, "If we lose this right, we can also lose the courage to try new ideas, to explore more than one alternative, and to explore freely" (p.158). It took a lot of courage for this teacher to voice her concern to her supervisor, a practice that might not be typical among teachers either. Oftentimes, teachers who find themselves in similar situations may be too embarrassed to say anything or choose to be silent in order to avoid any direct conflict with their supervisors.

5) Get-used-to-it experience

Until observers assume the responsibility to minimize the invasive effect of their presence in announced and unannounced observations, teachers will continue to face the challenge of learning to effectively ignore their invasive presence, a 'skill' that one participant managed to acquire.

> *Ever since my student-teacher days, I have become accustomed to being observed in many occasions over a long teaching career of 25 years. (YM, April 2000)*

However, as this teacher pointed it out, her experience could have been different without the supportive attitude of the principal.

I remember the first time I was observed in my first year of teaching in a large urban school. The principal simply walked through the open door, sat down in the middle of the front row and said, "I just wanted to make sure these big boys sitting here are listening to you and appreciating all that you're doing." I remember feeling a surge of confidence and support in that instant and lost any fear I may have had about his unannounced visit to my classroom. (YM, May 2000)

In response to the question: "What suggestions would you give to other teachers as to how to deal with classroom observation?", she offered the following advice:

My first suggestion is to remember that you are a capable, effective teacher with countless abilities. Reminding yourself of your strengths will build your confidence and help dispel your fears of any negatives. My next suggestion is to carry on as you normally would in your classroom, focusing on your lesson, the students, etc. and not on the observer. While it may not be possible to completely forget the observer's presence, avoid looking at him/her and concentrate on your teaching. Third, if the observation is known ahead of time, carefully plan a lesson that has a high probability of student interest, a variety of tasks, which showcases your strengths. Last, smile and enjoy the time, knowing that it will be an opportunity to demonstrate your many skills. In other words, see this as a positive learning experience. Chances are, that's what your positive perspective has made it become. (YM, May 2000)

It was clear from her description of her observation experiences that there was an underlying assumption for her sound suggestions to work; that is, the observer is to assume the responsibility to provide an atmosphere for the teacher to present a representative class. Without such support from the observer, many teachers, particularly novice teachers, will continue to face the challenge of making their observation lesson a truly positive learning experience.

When comparing the experiences reported by the ESL endorsement group with those by the TESOL group, we found both similarities and differences. The TESOL group reported that they had similar experiences prior to their enrollment in the MA-TESOL program. One teacher recalled a nerve-wracking experience she had at the early stage of her teaching career:

Early in my career, an observation by a supervisor or colleague caused my stomach to knot, my heart to palpitate, and my forehead to break out in beads of sweat. Obviously, "observation" was not a pleasant experience. (ZD, February 2001)

Another teacher described a similar experience as follows:

I remember being intimidated by principal/supervisor (back then in the late 70's/early 80's, I don't remember there even being peer evaluation) when they would come in, sit in the back of the room and write. I always wondered what they were writing. It was hard to forget they were there. Plus, it was the feeling of being evaluated that added to the stress. I always got a satisfactory evaluation, but it was stressful (the process). (RJ, February 2001)

Unable to get constructive feedback tended to make classroom observation even more intimidating as one of the teachers reported:

In the early days of my teaching, especially when I was in Detroit, I had not developed any confidence as a teacher. So the whole observation process was very intimidating. In Detroit, it seemed like my supervisor wanted to catch me at my worst. She would pop in unexpectedly and then leave. She wouldn't even speak to me about what she had seen. Instead, she would leave a note in my mailbox telling me everything I had done wrong. There was no positive feedback whatsoever. (DA, February 2001)

It was interesting to note that the TESOL group, who had experience with observation tools through their MA-TESOL program, developed a positive attitude towards classroom observation, which shaped their graduate student practicum experiences as well as their post-MA teaching experiences. One teacher noted:

I felt that our observations during the summer practicum were more helpful because of the open discussion at the end of the evening. It made me think about what I had taught and what I was going to teach. (SG, February 2001)

Another teacher described a similar experience:

I had a similarly positive experience when I was observed during my practicum (...). At first I thought that I might be nervous about being observed, but I felt more comfortable when [the supervising teacher] announced that we would choose what to be observed. In other words, we had to pick the observation tool by which what happened in the classroom would be noted. Something was just more comforting about knowing that exactly what part of my teaching was being looked at. (SS, February 2001)

Unlike the ESL endorsement group, who simply hoped to get used to being observed with increasing experience in teaching, the TESOL group appeared to appreciate classroom observation as a learning tool, and took the initiative to turn each observation into a positive learning experience. Looking back at her experiences of being observed over the years, one MA-TESOL graduate described her current state of mind as follows:

Thankfully, this [classroom observation] is not a painful process any longer. In fact, I now look forward to being observed due to: 1) experience (wisdom? maturity? ... old age!); 2) a different mindset – a perspective or philosophy I can attribute to my MATESOL program (...). I now welcome observation as a learning experience - an on-going working relationship with my colleagues based on helping me improve my teaching (and learning) skills. I am now actively involved in a process of (hopefully) continual growth.

I no longer regard evaluation-observation by a principal or colleague as a "judgment" with no room for growth. Instead, this is a team effort based on objective goal and reflection (based on research). (ZD, February, 2001)

DISUCSSION AND IMPLICATIONS

Although some of the experiences reported by the participants may not be typical of current classroom observation practices, they are surely not uncommon in many schools and programs. Data from this study, particularly those collected from the ESL endorsement group, revealed both subjective and procedural problems in classroom observation practices, creating numerous tensions between teachers and supervisors, and putting teachers in a position to play the role of

passive performers "being developed by someone else whose job might be to provide assessment and answers" (Richards, 1989, cited from Wajnryb, 1992:9). If teaching is defined as "a thoughtful, intellectual, and intentional activity" (McBride & Skau, 1995:272), many of the observations reported above failed to capture the very essence of teaching because none of the teachers were invited to make their pedagogical intentions accessible before the observation. For example, few teachers reported to have had a scheduled pre-observation conference with the principal/supervisor to discuss their pedagogical concerns and endeavors. In fact, several teachers mentioned that a pre-observation conference was considered unnecessary in many schools mainly because it was time consuming. It is not hard to imagine that when these teachers were not given an opportunity to inform the principal/supervisor of their curricular decisions and activities, the principal/supervisor was likely to assume the power of determining what should be happening in the classroom. In these cases, the teachers were put in a vulnerable position for the observers' subjective judgment.

A few teachers did report having had post-observation conferences with their principal/supervisor to discuss the observed lesson. However, the feedback they received tended to be brief without any specifics, often too vague to be helpful (e.g., "Nice job!" as reported by DJ, April 2000) or too subjective to be meaningful (e.g., lack of explanation as reported by BA, May 2000). If the purpose of the post-observation conference is to engage teachers to reflect on their teaching practices, to discuss alternatives and motivate them to improve their teaching performance, then failure to offer teachers an opportunity to discuss the observed lesson deprived these teachers of their involvement in the analysis of their own teaching, and ultimately an opportunity to learn and grow as professionals.

It was clear from the data that the purpose of classroom observation appeared to shape the teachers' observation experiences. When the primary purpose of observation was to evaluate teachers' performance, the unequal power relationship between the principal/supervisor and the teacher caused numerous tensions between them. One teacher noted:

> *From my observation, classroom observation is often used as a punishment in my school. Nobody wants to be observed; however, those who have some problems are likely to be visited by the principal. (CM, June 2000)*

When classroom observation was perceived to be a punishment, the observation or evaluation process became what is known as a 'win-lose' situation (McBride & Skau, 1995), creating a fear of observation among teachers. Such a fear often led to a feeling of isolation. Some teachers reported that they kept problems and concerns to themselves, and when they needed help and support, they hesitated to turn to someone who wielded the power to evaluate them. However, it was interesting to note that the TESOL group who had experience with observation tools through their MA-TESOL training program and supervised practicum appeared to perceive classroom observation positively. This finding suggests that for teacher observation to become a truly learning experience, it is essential that pre-service teachers be exposed to and, more importantly, to experience the use of various observations tools and understand the function and nature of teacher observation through teacher training.

Our analysis of the five types of observation experiences indicated that there was a missing link between teacher observation and the promotion of teacher learning and professional growth. What appeared to underlie the missing link is a lack of responsiveness to the basic needs of teachers. In response to the question as to how to turn classroom observation into a learning-and enriching experience for teachers, one teacher pointed out:

> *The experiences which have been most beneficial were ones in which there was a feeling of* ***respect***, ***safety*** *and* ***trust***, *where the goal was to work together in a* ***collaborative fashion*** *(more like a mentor/mentee relationship). ... In my opinion, it is important to feel that the goal is to draw out the individual's strengths and to improve the areas in which there are weaknesses. (NC, April 2000; highlight added)*

This teacher's reflection points to the importance of recognizing the basic professional needs of teachers, and calls for teacher-responsive classroom observation as a tool to promote teacher development and professional growth. The basic needs reported by this teacher include: 1) *RESPECT*--to be treated as professionals; 2) *SAFETY*--to be provided with opportunities to learn and grow in a non-threatening environment; 3) *TRUST*--to be encouraged to assume the responsibility of working towards accomplishing their own instructional and pedagogical goals; and 4) *COLLABORATION*--to be provided with support and to experience camaraderie. These needs, echoing those identified by Sahakian and Stockton (1996), are considered key ingredients of effective teacher development, and hence need to be at the core of any teacher observation model. Without these ingredients, teacher observation can simply become a ritual.

In current educational contexts, in which teachers are required to be responsive to learners' needs, it is reasonable to expect that classroom observations be conducted in response to teachers' professional needs. A teacher responsive observation reflects the belief that professional growth occurs from within and is not imposed from without. This approach requires that the principal/supervisor stop perceiving himself/herself as someone with 'super' vision (Poole, 1994), but rather as a willing partner who would work together with teachers to construct a better understanding of the complexity and challenges of today's classroom. More importantly, this approach empowers teachers to reflect on their own teaching practices, to identify pedagogical concerns, and initiate innovative practices in response to the needs of a linguistically and culturally diverse student population. In a supportive environment where teachers'

professional needs are appropriately attended to, it is likely that teachers will welcome the opportunity to make their teaching accessible. As one teacher noted:

> *If the purpose were different-for help rather than check on me-I would say come more often. (CM, May 2000)*

Findings from our study indicate that if the purpose of teacher supervision and evaluation is to promote teacher development and professional growth, it is important that the following key questions be revisited: What is the purpose of classroom observation? Whose responsibility is it to reduce the inevitable 'invasive' effects of the presence of the observer in the classroom? What is the role of the supervisor as an observer in the classroom? How can the observer make classroom observation informative and empowering? What kind of feedback invites dialogue and promotes change among teachers?

If principals and supervisors are willing to address these questions in light of the present study, and ready to shift their perceptions of classroom observation from a means of teacher evaluation to a tool to promote teacher development, they are likely to make participatory roles available to teachers in the process of supervision and evaluation. The collegial collaboration between the teacher and the supervisor is likely to turn teacher observation into a mutually beneficial and enriching experience for both.

Acknowledgements

An earlier version of this article was presented at the 35th Annual TESOL Conference in St. Louis, Missouri. We gratefully acknowledge Betsy Morgan for her constructive comments on the final draft of this article.

References

Brandt, R. (1996). On a new direction for teacher evaluation: A conversation with Tom McGreal. *Educational Leadership, 53 (6)*: 30-33.

Chamberlin, C. (2000). TESOL degree candidates' perceptions of trust in supervisors. *TESOL Quarterly, 34(4)*: 653-673.

Cogan, M. (1973). *Clinical supervision*. Boston, MA: Houghton Mifflin.

Day, R.R. (1990). Teacher observation in second language teacher education. In J.C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp.43-61). Cambridge: Cambridge University Press.

Fanselow, J. F. (1988). "Let's See": Contrasting conversations about teaching. *TESOL Quarterly, 22(1)*: 113-130.

Gebhard, J. G. (1999). Seeing teaching differently through observation. In J. G. Gebhard and R. Oprandy (Eds.), *Language teaching awareness: A guide to exploring beliefs and practices* (pp.35-58). Cambridge: Cambridge University Press.

Gebhard, J.G. (1990). Models of supervision: Choice. In J.C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp.156-166). New York: Cambridge University Press.

Goldhammer, R. (1969). *Clinical supervision: Special methods for the supervision of teachers*. New York, NY: Holt, Rinehart and Winston.

Greene, M. L. (1992). Teacher supervision as professional development: Does it work? *Journal of Curriculum and Supervision, 7(2)*: 131-148.

Handal, G., & Lauvas, P. (1987). *Promoting reflective teaching: Supervising in practice*. Philadelphia: Society for Research into Higher Education and Open University Press.

Master, P. (1984). The dynamics of classroom observation: Sharing the power. *TESOL Quarterly, 18(2)*: 342-344.

McBride, M., & Skau, K.G. (1995). Trust, empowerment, and reflection: Essentials of supervision. *Journal of Curriculum and Supervision, 10* (3): 262-277.

Poole, W. L. (1994). Removing the "super" from supervision. *Journal of Curriculum and Supervision, 9(3)*: 284-309.

Sahakian, P., & Stockton, J. (1996). Opening doors: Teacher-guided observations. *Educational Leadership, 53* (6), 50-53.

Tsui, A.B.M. (1995). Exploring collaborative supervision in inservice teacher education. *Journal of Curriculum and Supervision, 10* (4): 346-371.

Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press.

FL027422

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Issues and Concerns about classroom observation: Teachers' perspectives

Author(s): Wendy Wang and Cathy Day

Corporate Source: TESOL 2001 Conference

Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, please

Signature: Cathy Day

Printed Name/Position/Title: WENDY WANG + Cathy Day

Organization/Address: 219 Alexander Music Bld. Eastern Michigan University, Ypsilanti, MI 48197

Telephone: (734) 487-1995 FAX: (734) 487-3411

E-Mail Address: wwhswang@online.emich.edu Date: July 18 2001

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on
Linguistics & Linguistics
4[illegible]
WASHINGTON, D.C. 20016-1859

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)